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STATEMENT OF ACTIVITIES 1984-85

State Board of Education
State Department of Education

STATE OF CONNECTICUT BOARD OF EDUCATION — 1986

State of Connecticut

William A. O'Neill, Governor

Board of Education

Abraham Glassman, Chairman
James J. Szerejko, Vice Chairman
A. Walter Esdaile
Warren J. Foley
Dorothy C. Goodwin
Rita L. Hendel
John F. Mannix
Julia S. Rankin

Norma Foreman Glasgow (ex officio)
Commissioner of Higher Education

Gerald N. Tirozzi
Commissioner of Education

Frank A. Altieri
Deputy Commissioner
Finance and Operations

Lorraine M. Aronson
Deputy Commissioner
Program and Support Services

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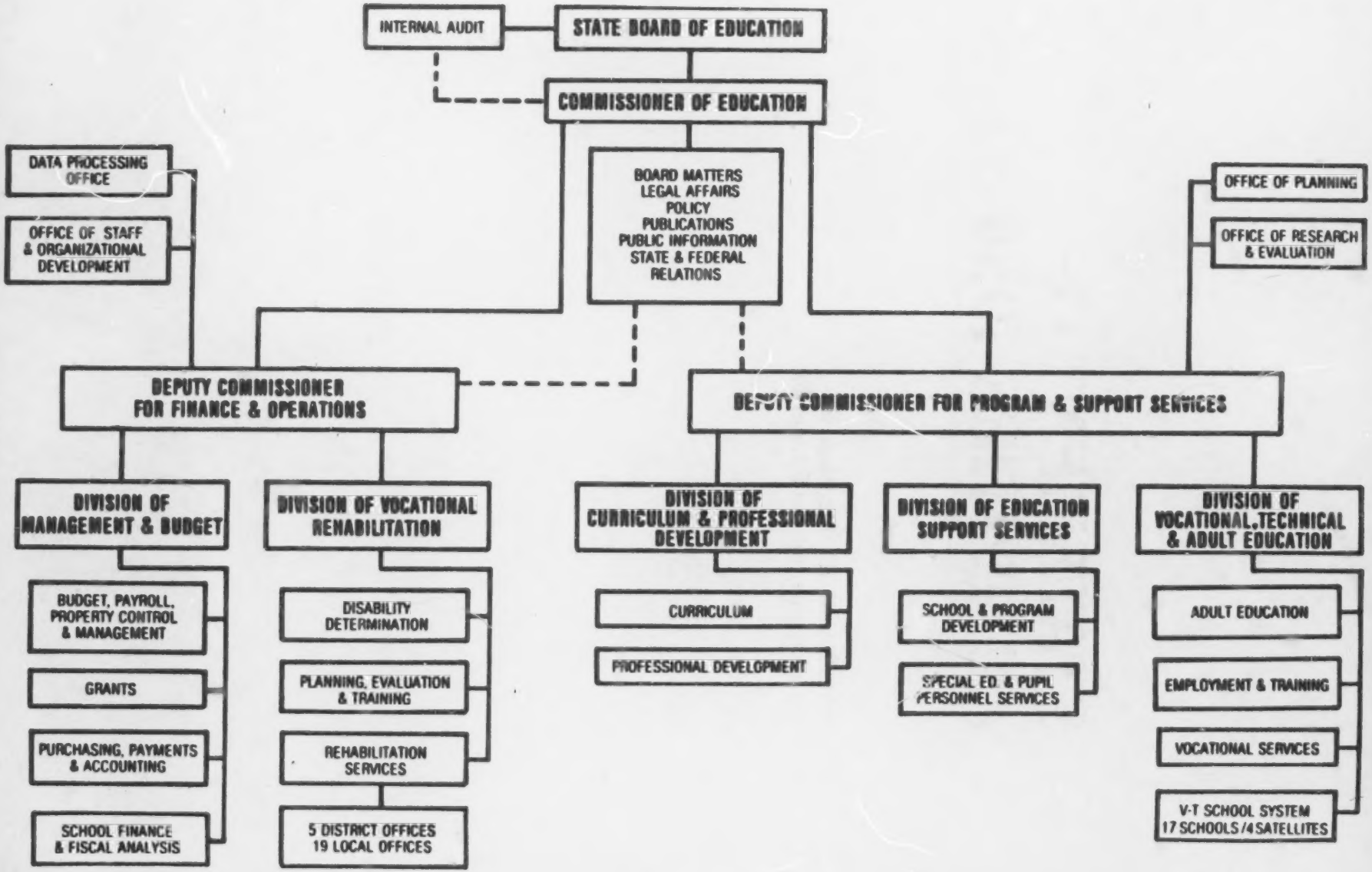
INTERNAL AUDIT
STATE BOARD OF EDUCATION
COMMISSIONER OF EDUCATION
DATA PROCESSING OFFICE
OFFICE OF STAFF & ORGANIZATIONAL DEVELOPMENT
BOARD MATTERS
LEGAL AFFAIRS
POLICY
PUBLICATIONS
PUBLIC INFORMATION
STATE & FEDERAL RELATIONS
OFFICE OF PLANNING
OFFICE OF RESEARCH & EVALUATION
DEPUTY COMMISSIONER FOR FINANCE & OPERATIONS
DEPUTY COMMISSIONER FOR PROGRAM & SUPPORT SERVICES
DIVISION OF MANAGEMENT & BUDGET
DIVISION OF VOCATIONAL REHABILITATION
DIVISION OF CURRICULUM & PROFESSIONAL DEVELOPMENT
DIVISION OF EDUCATION SUPPORT SERVICES
DIVISION OF VOCATIONAL, TECHNICAL & ADULT EDUCATION
BUDGET, PAYROLL, PROPERTY CONTROL & MANAGEMENT
GRANTS
PURCHASING, PAYMENTS & ACCOUNTING
SCHOOL FINANCE & FISCAL ANALYSIS
DISABILITY DETERMINATION
PLANNING, EVALUATION & TRAINING
REHABILITATION SERVICES
5 DISTRICT OFFICES 19 LOCAL OFFICES
CURRICULUM
PROFESSIONAL DEVELOPMENT
SCHOOL & PROGRAM DEVELOPMENT
SPECIAL ED. & PUPIL PERSONNEL SERVICES
ADULT EDUCATION
EMPLOYMENT & TRAINING
VOCATIONAL SERVICES
V-T SCHOOL SYSTEM 17 SCHOOLS/4 SATELLITES

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* Reorganized

OVERVIEW

Among the many issues commanding the attention of the State Board of Education and its administrative agency the State Department of Education during 1984-1985, those that are particularly notable were strengthening the state's teaching force and increasing teacher compensation; funding for education, and improving student achievement. The board also devoted a significant amount of time to a series of in-depth discussions about an appropriate definition of equal educational opportunity.

As reflected in the governor's convening of the Commission on Equity and Excellence in Education, concerns about teaching-related issues were shared by elected officials and the public. The State Board of Education was represented on the commission which developed a report with recommendations, Teachers for Today & Tomorrow, released in June. The commission called for an increase in teacher salaries, and also made recommendations concerning teacher certification practices. The importance of teaching was also underscored in the board's sponsorship of legislation which established the Educational Excellence Trust Fund. The fund, comprised of a portion of state surplus monies, will be used to implement the recommendations of the Governor's Commission.

Organization and Responsibilities

The State Board of Education is responsible for assuring that each student in Connecticut's public schools is provided a suitable educational experience. In 1984-1985, 481,376 students were enrolled in the state's public schools, including the state vocational-technical schools. The nine-member board sets policy, provides technical assistance to local and regional school districts, protects the state's interests by enforcing educational mandates, and serves as an advocate for both young and adult learners. The State Department of Education is the board's administrative agency.

Members of the State Board of Education are appointed to four-year terms by the Governor with the approval of the General Assembly. Chairwoman June K. Goodman of Danbury completed her term in February 1985. Abraham Glassman, South Windsor, whose term runs through March 1, 1987, became chairman. Two members whose terms expired in 1985--Warren J. Foley, North Canaan, and James J. Szerejko, Hartford--were reappointed to serve until March 1, 1989. A new member, Dorothy C. Goodwin, Storrs, was appointed to a term

ending March 1, 1989. Members who will continue to serve until March 1, 1987 are A. Walter Esdaile, New Haven; Rita Hendel, New London; John Mannix, Wilton, and Julia Rankin, Ashford. One vacancy remains. Serving in an ex officio capacity is Norma Foreman Glasgow, commissioner of higher education. The commissioner of education, who is secretary of the board and administrative head of the department, is appointed by the Board of Education. Gerald N. Tirozzi is the commissioner.

1984-1985 Achievements of the State Board of Education

In carrying out its mandated responsibilities in 1984-1985, the board

- In May 1985 adopted a new mission statement and goals:

Mission

The statutorially-mandated mission of the State Board of Education and its staff is to ensure "that each child shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experiences." The State Board of Education is responsible for programs of instruction in preschool, elementary, secondary, vocational, career and adult education.

Goals

I. To ensure equity for each child
II. To improve effectiveness of teachers and teaching
III. To improve skills for future employment
IV. To improve and expand adult education programs
V. To improve and expand early childhood programs
VI. To improve the quality of instruction and curriculum
VII. To report on the true condition of education in Connecticut

- In July 1985 the first 114 students were awarded Educational Loans to Encourage Excellence in Teaching (ELEET). This legislatively approved program, sponsored by the State Board of Education in cooperation with the State Board of Higher

Education, is intended to encourage some of the state's most qualified students to enter the teaching profession.

- Another board-sponsored legislative action will require all students who wish to enter a state teacher preparation program to pass competency tests in reading, writing and mathematics.

- Complementing efforts to improve teacher performance, the board persisted in its advocacy of increased teacher salaries.

- Board representatives continued to work with the Advisory Committee on Educational Equity established by the general assembly in 1979 "to review and appraise the state's efforts to ensure equal educational opportunities in the public schools." Commitment to the the Education Equalization Grant 50-50 State-Local Share concept was expressed in the board's 1986-1987 proposed budget recommendation for continued phase-in and a request for $532 million, a 16 percent increase.

- In fulfilling its policy-setting responsibilities the State Board of Education frequently calls upon educators and citizens from around the state, often assisted by State Department of Education staff, to study and make recommendations on issues under consideration by the board. During the past year committees reporting to the board included:

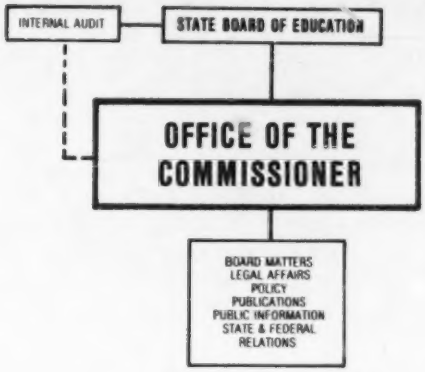
  -- Adult Education Study Committee
  -- Advisory Panel on Graduation and Course Requirements
  -- Basic Skills Committee
  -- Certification Advisory Council
  -- Committee on Four-Year-Olds, Their Families and The Public Schools
  -- Committee To Study Whether Services To Handicapped Infants and Toddlers Should Be Mandated
  -- Vocational Education Study Committee

  The topics studied by these groups were identified in Connecticut's Challenge: An Agenda for Educational Equity and Excellence (1984). Many of the recommendations from these committees will be implemented during 1985-1986.

- The National Association of State Education Department Information Officers gave an award of distinction in education communications for Research-Based School Improvement Practices.

- In 1984-1985 the State Board of Education adopted a reorganization plan for the Department of Education. The reorganization was motivated by changing program priorities, new educational directions and a desire to improve fiscal and personnel management. Two deputy commissioners are responsible for overall management of the department's offices and divisions; this structure provides a reasonable span of control and better aligns department functions. The Divisions of Management and Budget and Vocational Rehabilitation, the Office of Staff and Organizational Development and the Data Processing Office report to the Deputy Commissioner for Finance and Operations. The Divisions of Curriculum and Professional Development, Education Support Services, and Vocational, Technical and Adult Education as well as the Office of Planning and the Office of Research and Evaluation, report to the Deputy Commissioner for Program and Support Services.

To report on the 1984-1985 activities and achievements of the State Department of Education, this report reflects the new organizational structure which was implemented beginning in February 1985. Organizational changes are noted in the descriptions of the offices and divisions. The 1984-1985 budget format which predated the reorganization remained in effect for the entire fiscal year. The resources that supported the department's programs and activities are, therefore, presented in the 1984-1985 budget format (see pages 41-47, Resources).



The State Department of Education carries out, on a day-to-day basis, functions mandated to the board in Connecticut General Statutes:

> ...general supervision and control of the educational interests of the state...[including] preschool, elementary and secondary education, special education, vocational education and adult education...provide leadership and...promote the improvement of education in the state...keep informed as to the condition, progress and needs of the schools...develop...evaluation and assessment programs designed to measure...the adequacy and efficacy of educational programs offered by the public schools...Submit to the governor...and to the [education] committee of the general assembly...a detailed statement of the activities of the board and an account of the condition of the public schools and the amount and quality of instruction....

The commissioner of education is the chief executive officer of the State Department of Education and is responsible for the overall management of the department. Functions performed by staff of the commissioner's office are Board Matters, Legal Affairs, Policy, Publications, Public Information and State and Federal Relations. Changes in this office effected in the reorganization were consolidation of state and federal government liaison functions, moving responsibility for affirmative action to the new Office of Staff and Organizational Development and expanding the scope of the Legal Affairs Office to include the Due Process Unit responsible for the special education complaint and hearing system.

Board Matters. A member of the commissioner's staff provides liaison to the State Board of Education. This person furnishes the board with timely and accurate information relevant to issues under consideration by the board, and records and documents board actions

in accordance with state law. This office also informs department staff of board actions relating to their areas of responsibility.

Legal Affairs. This office reviews contracts, agreements and regulations; handles complaints and inquiries regarding the educational interests of the state, and supervises department participation in hearings, appeals and teacher-board of education conciliations and arbitrations. Staff also provides liaison with the state's Attorney General's Office and provides information about educational rights to department staff, local school districts, parents and citizens. Since the department's reorganization, oversight of the special education hearing system is also a responsibility of this office. Staff ensures that exceptional children and their parents, or other legally designated representatives, are afforded rights accorded to them in state and federal laws. A parent who fails to obtain satisfactory resolution of a problem concerning special education at the local level may request that the State Board of Education provide a hearing or mediation.

Policy Making. Functions include assisting in the coordination and development of board and department policy; supporting the commissioner in carrying out such policies; enhancing the image of the department; facilitating communications with other organizations, groups and individuals; and assisting in the overall effectiveness of the department.

Publications. This office is responsible for editing and producing department publications, providing consulting services to department personnel as they prepare materials for publication, and for maintaining the quality of the materials and publications issued by the department.

Public Information. This office coordinates all contacts between the media and the department and also responds to inquiries from the public, including calls to the Governor's Information Line. Staff members also develop materials for speeches, news releases, articles and department publications. This office also maintains a clipping service and assists with the distribution of publications.

State and Federal Relations. At the state level, this office assists with all department activities related to the executive and legislative branches of state government. The attorney who heads this office coordinates and guides the department's proposed legislation package through the General Assembly and also provides liaison with the Education, Appropriations and Finance committees for matters concerning legislation, regulations, funding and constituent concerns. Following each legislative session, all

school districts and educational organizations are provided with up-to-date information on new laws concerning education. At the federal level, this office provides liaison with Congress and Washington-based, or regional, executive and legislative offices. To provide the board and the department with timely information regarding legislation and other actions that may affect education in Connecticut, staff also maintains contact with a host of national educational agencies and organizations.

Major Achievements

- During the past year the State Department of Education focused on issues and concerns identified in Connecticut's Challenge: An Agenda for Educational Equity and Excellence (1984) and in Meeting the Challenge (1985). In the latter, the department presented--for the first time in one document--comprehensive data on the condition of education in Connecticut, analyses of the impact and implications of the data, and a goal-oriented statement of actions necessary to meet successfully the challenges posed by Connecticut's changing economic and social environment.

- Another major undertaking during 1984-1985 was initiating work on the legislatively mandated Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education (1986-1990). Department staff, assisted by an advisory committee, began work on the first-time merger of two previously distinct planning documents, which will be presented to the governor and legislature in February 1986.

- Ten school districts participated in the new priority school district program. The purpose of this program is to assist school districts with the greatest need to improve student academic achievement and enhance educational opportunity. School districts and the State Department of Education enter into a three-year partnership that features locally developed, state-approved action plans; redirection of existing state and local resources; new grant funds, and joint local-state evaluation of progress. The program will be expanded in 1985-86 from 10 to 15 districts.

- To improve the effectiveness of current teachers, the board encouraged the strengthening of professional development. Approximately 1,800 teachers and administrators registered to participate in a variety of courses and seminars to be offered by The Institute for Teaching and Learning during the summer of 1985.

- During the past year, the Connecticut Competency Examination for Prospective Teachers (CONNCEPT) was developed and acceptable standards of achievement were defined. The first administration of the test will be in October 1985.

- The past year was the third in a three-year pilot program of the new Program Compliance Review (PCR) processs (previously called fiscal and compliance monitoring) in which one-third of the state's school districts and regional educational service centers will be reviewed each year. PCR will replace the former Fiscal Compliance and Monitoring (FCM); during the test period both programs operated. The new procedures provide one coordinated visit to monitor a total of eight state and federal programs to ensure compliance with legislative mandates. In 1984-85 a total of 89 programs in 16 school districts representing 23 cities and towns were included in the pilot PCR. Superintendents who participated have expressed strong support for the new process which lessens the number of separate visits at different times.

- During 1984-1985, the traditional compliance reviews were conducted in public school districts (16 of them in the pilot PCR) and in 42 private schools. Among the programs and services monitored for federal/state compliance are special education, programs for disadvantaged and migrant children, bilingual, adult and vocational education programs.

- During 1984-1985 committees of more than 100 representatives from education, business and industry, and citizens from around the state helped to formulate policy and specifications for the first statewide mastery tests in mathematics and in language arts and reading for fourth grade students. (The tests will be administered for the first time in the fall of 1985.) Measuring statewide student performance is important because the results will provide a means of assessing equity. They can help also to identify individual students who may profit from remedial assistance.

- Three new incentive grant programs were established:

  -- Summer School Incentive Aid grants are primarily intended to expand public school summer programs for pupils in grades K-8 who are in need of remedial assistance to master basic skills. During the summer of 1985, nine grants were awarded and served students from 25 districts.

  -- Interdistrict Cooperative grants support the development, implementation and assessment of

cooperative efforts to ensure that districts with declining enrollments offer their students breadth and depth in courses and programs.

-- Young Parents Program grants are intended to encourage districts to ensure that school-age parents have access to a suitable educational program as well as the opportunity to learn about how to be a successful parent; these grants also provide early intervention for the high-risk children of adolescent parents.

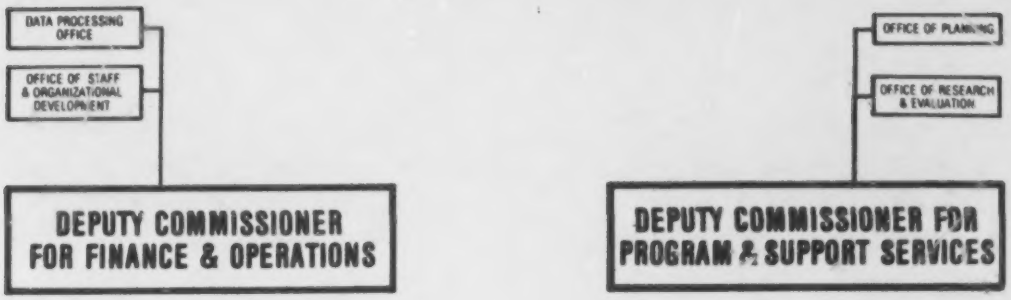
- Budget development was automated well ahead of schedule; the early availability of the requested budget document allowed the State Board of Education ample time for detailed review and the department was better able to respond to Office of Policy and Management requests.

- Expanded data processing and word processing capability has resulted in increased efficiency in the accomplishment of routine tasks and qualitative improvement in services the department provides. During 1984-1985, 128 members of the clerical staff and 32 supervisors, managers and administrators were trained to use the department's word processing system. In addition, 114 professional staff members were trained in various data processing programs including LOTUS 1-2-3 and Multiplan.

- The Personnel-Affirmative Action-Payroll Information System (PAPIS) was implemented to provide accurate, on-line information for a variety of management purposes.

- Development of computer applications facilitated the computation of grants to towns, school districts and other agencies; the maintenance of teacher certification records; property control, and other management functions of the department.

- Development of a computer program for publication tracking significantly improved the timeliness of publications issued by the department.


DATA PROCESSING OFFICE
OFFICE OF STAFF & ORGANIZATIONAL DEVELOPMENT
DEPUTY COMMISSIONER FOR FINANCE & OPERATIONS
OFFICE OF PLANNING
OFFICE OF RESEARCH & EVALUATION
DEPUTY COMMISSIONER FOR PROGRAM & SUPPORT SERVICES

Data Processing Office. Data processing, formerly a unit within the Bureau of Research, Planning and Evaluation in the Division of Educational Administration, is now a separate office providing support services to the entire department. Office functions include development and maintenance of the department's computerized data and word processing systems. Staff also trains department staff in the use of computer equipment and software.

Office of Staff and Organizational Development. This new office has assumed functions formerly assigned to the Office of the Commissioner and the Office of Management and Budget. Staff coordinates the department's personnel functions including hiring, promotion, counseling and retirement-related activities, but is not responsible for payroll matters. This office also manages the department's affirmative action activities which seek to ensure equal opportunity in recruitment, selection and terms of employment for all employees by continually monitoring personnel policies and procedures. Other responsibilities include labor relations and coordination of staff development and training activities and of performance appraisals and evaluation of department personnel.

Office of Planning. The new planning office is responsible for several department planning functions. Staff coordinates activities including the Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education. The office is responsible for long-term planning related to programs and services provided by the department and also serves as a base for ad hoc departmental committees convened to address educational issues as they arise, particularly issues which have an impact on several divisions of the agency. Staff responsible for the program compliance review (PCR) process, required by both state and federal legislation, is now housed in this office.

Office of Research and Evaluation. This office was located in the former Division of Educational Administration. Major responsibilities of the office include:

- Assessment, testing and evaluation. Staff members oversee statewide assessment activities which provide information about the performance of the state's public schools and the effectiveness of State Department of Education programs. Local school districts are provided technical assistance concerning programs such as bilingual and compensatory education administered by the department. A major responsibility is to develop strategies and techniques for evaluating and reporting on the progress of public education in meeting pupil achievement objectives. Programs to accomplish this are:

  -- Education Evaluation and Remedial Assistance (EERA). This includes developing and administering the mastery testing program for 4th, 6th and 8th grades, while continuing to administer the 9th grade proficiency test through the 1986-87 school year so that no class will go untested during the phasing in of the mastery testing program. Other activities under the EERA program are evaluating school district testing and remedial assistance plans; analyzing school district EERA biennial reports, and conducting in-service workshops.

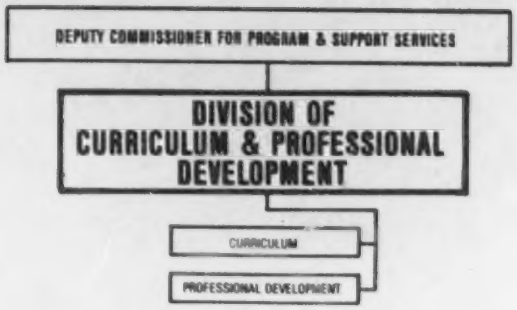
  -- Connecticut Assessment of Educational Progress (CAEP). Staff develops and administers objective-referenced subject area tests (e.g., art/music, science, social studies) and disseminates the results of the testing.

  -- Compensatory Education Evaluation. Reports on the effectiveness of state and federal programs for compensatory education are issued periodically.

  -- Connecticut Competency Examination for Prospective Teachers (CONNCEPT). As a result of recent legislation, the development and administration of CONNCEPT are now activities of the Assessment, Testing and Evaluation Unit.

- Data collection and analysis. Staff collects and analyzes data concerning many aspects of education in Connecticut. Information regularly collected includes data about local school district personnel, minority staff and pupils, high school graduate follow-up and town profiles. In the department reorganization, the function of this unit was expanded to include information systems formerly assigned to vocational and special education bureaus. This centralization provides more comprehensive data bases to enhance the department's ability to analyze data, conduct research and develop reports.

- Research services. The staff analyzes and synthesizes information about the operational functioning of the schools, provides research-based information for use in the development of policy and programs, analyzes trends and relationships including enrollment projections and teacher supply and demand, and develops and monitors the status of educational indicators.


DEPUTY COMMISSIONER FOR PROGRAM & SUPPORT SERVICES
DIVISION OF CURRICULUM & PROFESSIONAL DEVELOPMENT
CURRICULUM
PROFESSIONAL DEVELOPMENT

Who is teaching and what is being taught--perhaps the most important elements in the teaching-learning process--are the concerns of the Division of Curriculum and Professional Development. The division seeks to help local school districts develop and improve curriculum offerings, and to raise teacher and administrator competency. This is a new division which includes several functions from former bureaus: curriculum development and professional development from the former Division of Elementary and Secondary Education, and teacher certification from the former Division of Educational Administration.

Increased emphasis on curriculum content and sequence, graduation requirements, and the relationship of the curriculum to testing are reflected in the department's recent concentration of effort in curriculum. Similarly, major board initiatives concerning teacher salaries, certification requirements, and competency testing motivated the establishment of a separate Bureau of Professional Development to focus on both preservice and in-service teacher training.

Bureau of Curriculum

The activities of the Bureau of Curriculum seek to improve the quality of instruction by providing consultative services and information concerning subject matter taught in the state's public schools.

Curriculum development. To assist local school districts to provide legally mandated "planned, ongoing and systematic programs of instruction," specialists in the curriculum areas of the arts, foreign language, language arts (including reading, writing, speaking and listening), mathematics, physical education, science and social studies provide consultation and materials. They frequently hold local, regional or statewide workshops, meetings or conferences on topics of interest and concern. Consultants also respond to individual district requests for assistance and serve as a resource to other State Department of Education units, state agencies, and the public.

Early childhood education. Consultants in early childhood education have expertise about the development of children who are between birth and the lower elementary grades. They seek to ensure that all of the state's young children have access to quality early learning experiences. Serving both public schools and day care centers, they encourage research on early childhood education practices, disseminate research results, and seek to expand professional development activities for early childhood educators. They also collect data and information for planning and evaluation activities. The State Implementation Grant (which supports efforts to realize interagency cooperation to meet the needs of young handicapped children) and the Preschool Incentive Grant (which supports training, technical assistance and service to benefit handicapped children aged three to five) are administered in this unit. Staff also establishes criteria and administers the licensure and approval of educational components of the early childhood education programs in public schools and day care centers.

Elementary and secondary school approval. Staff works with the State Board of Education Advisory Council for School Approval, comprised of representatives of public and private schools and accrediting organizations, to provide nonpublic schools in the state with an opportunity to assure their clients that their education programs conform with standards established by the State Board of Education. Administration of the approval process is also the responsibility of this unit.

Home instruction. In 1976, the State Board of Education adopted a policy regarding parental requests to educate children at home. Staff monitors implementation of department guidelines and approves processes used by local boards of education which have legal authority to determine if the instruction a child would receive at home is equivalent to that offered by public schools.

Nonpublic school liaison activities. The staff in this unit is responsible for communication between the State Department of Education and nonpublic school officials and for administration of a voluntary approval process for individual schools. Providing parents with information about nonpublic schools and maintaining, as necessary, records of closed schools are other responsibilities.

Learning Resources and Technology. Staff in this unit provides technical assistance to help local schools and school libraries develop programs and acquire facilities for the effective use of computers and instructional television. They also administer the department's instructional television service, selecting and scheduling programs for broadcast to the schools by Connecticut Public Television. Another function is to encourage cooperation among the State Department of Education, local school districts,

regional educational service centers, cooperative library service units and the State Library.

Bureau of Professional Development

The activities of the Bureau of Professional Development seek to improve the performance of the state's teachers by strengthening preservice and in-service teacher education and certification practices.

Professional development plans and programs. To ensure continuing professional growth among teachers, the staff of this unit provides leadership and assistance to local school districts and institutions of higher education in the form of preservice and in-service teacher training. The staff also assists individual districts to develop professional development plans required by law. In addition, the "Teacher of the Year" program to encourage and recognize excellence in teaching, and the "Secondary School Recognition" program, which identifies and disseminates information about exemplary curriculum projects designed by selected teachers, are administered in this unit.

Teacher preparation and program approval. Staff in this unit works with staff from teacher preparation programs to address issues concerning standards for teacher preparation program approval, certification requirements and in-service training for school personnel. The approval process in which the state's 14 teacher preparation programs undergo self-evaluation as well as on-site evaluation by external visiting teams are also responsibilities.

Certification and teacher preparation. This unit is responsible for issuing to eligible teachers and administrators the certificates necessary for employment in local school districts. Staff conducts an annual survey of the certification of all education employees subject to certification to ensure that all personnel hold appropriate certificates and that local districts comply with state statutes and regulations concerning certification.

Teacher and administrator institutes. The popularity of the initial program held in the summer of 1984--when 3,000 teachers applied for 600 available spaces--prompted a request for $3.8 million to expand the program significantly. The appropriation for $1.53 million enabled the department to triple the number of participants in 1985. Over 80, 20-hour sessions were offered in the areas of early childhood, writing, the arts, language arts, mathematics, science, social studies, thinking skills and supervision. In addition to the summer sessions, staff planned a series of conferences on adolescence, early childhood, reading,

testing, and thinking skills which will be offered to teachers during the 1985-1986 school year.

Major Achievements

- Produced and disseminated a Professional Development Planning Guide and a Sample Five-Year Plan to help local school districts comply with the statutory requirement to develop five-year plans for ongoing and systematic professional development.

- Purchased the services of Educational Products Information Exchange (EPIE) which provides up-to-date evaluation of computer software programs for education. The EPIE information is made available to local school district staff through the Regional Educational Service Centers; EPIE materials may be photocopied at minimal cost. In addition, staff members from each service center participated in a training session conducted by EPIE on utilization of materials.

- Worked with the Office of Research and Evaluation to develop the Connecticut Examination for Prospective Teachers (CONNCEPT), skills tests in reading, writing and mathematics for prospective college majors in education. Specific activities included: identification of 80 educators to serve on five content area advisory panels; providing information about the test to all concerned and interested organizations, institutions and individuals; assisting in the development of a statewide survey concerning test objectives; and developing test questions, forms, passing standards and a student's handbook.

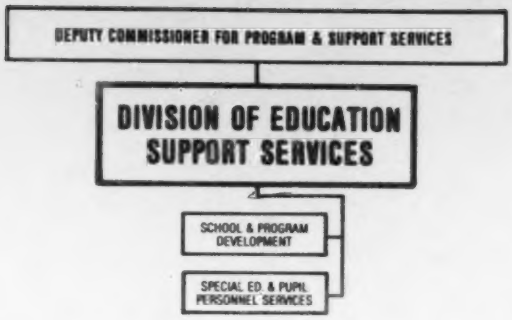
- In cooperation with the Office of Research and Evaluation, developed items for the pilot mastery tests, standards for mastery and remediation, and manuals for test coordinators and examiners.

- Wrote two teacher handbooks on 4th grade mastery testing in language arts and in mathematics.

- With the Department of Higher Education and Wesleyan University, sponsored conference on teacher preparation to explore the role higher education can play in efforts to improve teaching.

- Developed regulations to allow individuals who are not certified as teachers to serve as athletic coaches for school teams.

- In cooperation with the Office of Research and Evaluation, developed highlights and summary reports for the Connecticut Assessment of Educational Progress (CAEP) Language Arts Assessment. Local education agencies, professional organizations in English and reading, among others, can make use of the results to improve instruction in language arts.


DEPUTY COMMISSIONER FOR PROGRAM & SUPPORT SERVICES
DIVISION OF EDUCATION SUPPORT SERVICES
SCHOOL & PROGRAM DEVELOPMENT
SPECIAL ED. & PUPIL PERSONNEL SERVICES

The student support services, special education, compensatory education and equity programs provided by all local school districts are the focus of the Division of Educational Support Services activities. To a significant degree, the functions of this division are directed at monitoring local school district programs to ensure they conform with state and federal laws and regulations, and at enhancing the services offered to students with special needs.

This is a new division comprised of two bureaus from the former Division of Elementary and Secondary Education. The reorganization also modified some of the responsibilities in the bureaus; for example, oversight of the special education hearing system was transferred to the Office of Legal Affairs and the Child Nutrition program was assigned to the Bureau of School and Program Development.

Bureau of Special Education and Pupil Personnel Services

The activities of the Bureau of Special Education and Pupil Personnel Services focus on programs and services mandated in state and federal law to assist exceptional children.

Student support services. Staff in this unit provide consultation about problems which may interfere with a student's ability to succeed in school and programs to alleviate such problems. They assist local school district personnel who work in the areas of psychology, social work, health, guidance and counseling.

Program development/technical assistance. Staff in this unit provide consultation to local school districts concerning programs for exceptional children. They sponsor meetings and workshops, provide materials, make site visits and disseminate guidelines for occupational and physical therapy and regulations concerning services provided to children with learning disabilities, speech and language difficulties and hearing impairments as well as those who are gifted and talented.

Early childhood special education. The Early Childhood Network dispensed a total of $205,572 to fund coordinators in 17 networks in the state. Monthly statewide training sessions were conducted by the state coordinator. In addition, regional network coordinators conducted monthly regional in-service sessions. Network personnel provided assistance to a number of board study committees including one to develop guidelines for kindergarten programs and the Committee to Study Whether Services to Handicapped Infants and Toddlers Should Be Mandated (now the Birth-to-Three Interagency Committee) and also to other agencies including the Health Education Collaborative, Head Start and the Early Childhood Education Council. The unit also administered the disbursement of $316,637 to nine programs serving 280 children aged birth to three.

Surrogate parent program. This legislatively mandated program provides for the appointment of surrogate parents when the parent(s) or guardian(s) of a child who may require special education are unknown or unavailable, or the child is a ward of the state. These surrogate parents represent the child in the educational decision-making process. The majority of the children served by the program are committed to the guardianship of the Department of Children and Youth Services and many reside in foster homes.

Bureau of School and Program Development

The activities of the Bureau of School and Program Development cover a wide range of services provided to local school districts to help them serve the needs of disadvantaged student populations.

Administration of Chapters 1 and 2 of the Education Consolidation and Improvement Act. Chapter 1, Compensatory Education, provides local school districts with funding to benefit low-achieving children, including the children of migratory workers, and institutionalized, neglected, and delinquent children. In 1984-1985 the unit awarded $1.2 million to institutions serving neglected and delinquent children including 1,078 young adults under age 21 in correctional institutions. The administration of state funds provided through the Education Evaluation and Remedial Assistance Act are another responsibility. In 1984-1985, local school districts were awarded approximately $40 million in compensatory education grants which supported supplementary programs in remedial mathematics, reading and language arts, bilingual education, preschool and guidance projects.

Chapter 2, Education Block Grants, is divided into three subchapters (A) basic skills instruction; (B) improvement and support services (including textbooks and instructional materials

and equipment; guidance counseling and testing; staff and management development; and voluntary desegregation, and (C) special projects (including programs in metric education, arts in education, consumer education, health and environmental education, gifted and talented, community and career education). Chapter 2 federal funds awarded to Connecticut for 1984-85 provided four types of grants totalling $4,673,295: (1) entitlement grants to all local school districts in the amount of $4,390,680 for use for any of the subchapter purposes; (2) grants of $74,418 to regional educational service centers; (3) desegregation grants of $100,000 and (4) competitive grants of $100,000.

School development. Through the School Effectiveness Program, this unit helps individual schools to develop and implement action plans for school improvement based on recent research-based findings about school and classroom effectiveness. Schools that volunteer to participate are offered a three-year commitment and a state facilitator who guides the school through a process of needs assessment, planning, implementation and evaluation. During 1984-1985, 37 schools--six high schools, six middle schools and 25 elementary schools--in 15 school districts participated in the program; of these, 18 were first-time participants.

Bilingual education and equity. Bilingual education must be provided by schools with at least 20 pupils who share a dominant language which is not English and who have demonstrated limited English proficiency. In 1984-1985, nearly 10,000 students in Connecticut were eligible for bilingual education programs; more than 95 percent of them were Spanish-speaking. In addition, this unit seeks to enhance the range and quality of instructional programs for all students regardless of dominant language, race, national origin or sex. Consultants function as program managers responsible for developing and implementing programs mandated, or allowed, in state and federal legislation; they monitor for compliance with state and federal laws and regulations, and assist local districts to improve educational opportunities for students with special needs. Consultants often organize statewide, regional and local workshops and conferences on equity issues.

Child nutrition. Staff in this unit administers several federally funded child nutrition programs through which the U.S. Department of Agriculture reimburses school districts, units of local governments, and certain other private nonprofit organizations which comply with federal regulations in providing meals for children. In addition, information about foods and nutrition is provided for children, teachers and food service personnel in schools, institutions and centers participating in the Nutrition Education and Training Program.

State Student Advisory Council on Education (SSACE). The SSACE provides a means of direct communication between the State Department of Education and public school students. The council is comprised of 27 students in grades 10-12 from school districts selected on a rotating basis. Local nominating committees identify candidates and then a state nominating committee recommends appointments; 19 members represent the state's six congressional districts and the commissioner of education appoints eight members to assure appropriate representation of minority and disabled students, range of academic ability and affiliation with other statewide student organizations. The students review, from a state perspective, important educational issues and make recommendations based on these reviews.

Law-related education program. This program is a cooperative effort involving other agencies including the Connecticut Bar Association, the state Attorney General, state courts and the Connecticut Consortium for Law-Related Education. The purposes are to strengthen civic and legal education in grades K-12 in Connecticut's schools by providing assistance in curriculum development and teacher training. Teachers are encouraged to focus on positive, interactive methods of teaching about law and citizenship. Special events such as the Mock Trial Competition, Junior Debate Program and the Court Visitation Program are held each year.

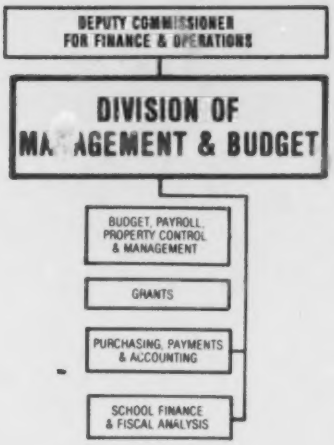
Major Achievements

- More than 1,000 applications for funding through state and federal grant programs were reviewed, approved and monitored for compliance with provisions of enabling legislation and regulations.

- Primary mental health projects in eight local school districts provided early intervention services to 250 students who experienced learning or emotional difficulties or were identified as potentially in need of special education. Evaluation indicated the students achieved notable educational gains as a result of services provided.

- Together with the State Department of Health, the division developed Prevention Of Disease Transmission In Schools, to provide information and guidelines about Acquired Immune Deficiency Syndrome (AIDS). The publication addresses legal, social, educational and health-related issues. In addition to use by the state's local school districts, the publication is widely used by out-of-state education agencies. Three thousand copies were distributed and a reprint is planned.

- The State Student Advisory Council on Education assisted in the development of a bilingual publication for students on students' rights and responsibilities.



This division provides systems and services to support the State Department of Education's financial functions and to enhance the agency's effective management and operation.

The division is organized in three functional units and one bureau. The activities performed by this new division were previously performed within the Division of Educational Administration and the Office of Management and Budget.

Budget, Allotment, Payroll,
Property Control, and Management Systems

This unit provides technical assistance in the agency's budget process by developing needs assessments, action plans and other strategic planning techniques. Staff prepares the budget, provides information to support budget requests, and implements the approved budget. Staff members are also responsible for preparing, monitoring and processing payrolls, inventories, and leases; operating the central stockroom, and providing centralized mail and duplicating services. The management systems unit assists the division in information management.

Purchasing, Payment and Accounting

Requests for purchase and payment of commodities, contractual services and equipment are processed in this unit where an accounting file of all transactions is also maintained.

School Finance and Fiscal Analysis

This unit provides data and information regarding the financing of schools in Connecticut and other states to the State Board of Education, other state agencies, local policy makers, and the public.

Bureau of Grants

The Bureau of Grants provides services to ensure that local school districts, and other state education agencies, receive their proper share of state and federal grants-in-aid.

Data acquisition and verification. This unit is responsible for collection, verification and dissemination of revenue expenditure and other data from local education agencies and state and federal agencies.

Grants calculations and analysis. This unit calculates grant awards in accordance with state and federal laws and regulations and also develops budget projections for various grants and entitlements.

Process and quality control. This unit is responsible for reviewing all grant calculations and entitlements to ensure compliance with statutory requirements. Monitoring all grant payments in accordance with procedures established by the United States Auditor General is another function performed.

School facilities. This unit provides a wide range of technical assistance and services related to the construction, alteration and renovation of school facilities. Activities include ensuring that school buildings meet health, safety and fire code standards; reviewing building specifications for economy and utility; approving plans; collecting and distributing cost, technical, and procedural information on all municipal and regional projects receiving state grants.

Major Achievements

- The accuracy of the division's budget projections--99.5 percent of the 1984-1985 adjusted operating budget appropriation was expended--enabled the department to transfer funds for use on priority projects. It was possible to accelerate the automation plan so that implementation initially scheduled to be phased in over a five-year period will be completed within two years. The department was also able to begin deferred maintenance projects in the vocational-technical schools.

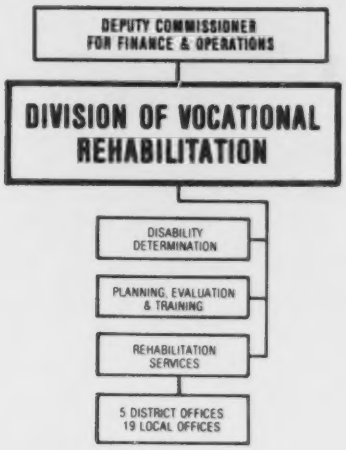
- Attendance record-keeping functions were automated to provide the agency with up-to-date employee attendance records including sick days, vacation, etc.

- The 1985-1986 budget request was developed to reflect the department reorganization.

- Implementation of the State Agency Appropriation Accounting System (SAAAS) provided greater information standardization and reliability. It allows for better control of purchases, payments, accounting and grants processing.

- In accordance with federal directives, the grants bureau began implementation of a new cash management system in which grants payments will be made on a monthly basis.

- A complete review and analysis of all school construction forms led to the elimination of five forms and the shortening of another. The new forms will significantly reduce paperwork for local school districts.



The Division of Vocational Rehabilitation functions to restore persons with disabilities to productive work through a program of vocational rehabilitation services administered in accordance with state and federal legislation. No changes were made in this division during the reorganization.

The division provides individuals with a wide range of services including training, vocational guidance, counseling and job placement. The staff also administers a program to determine the eligibility of applicants, and processes all claims for benefits, under the Social Security Disability Act of 1954 as amended.

Bureau of Disability Determination

In accordance with federal law and Social Security Administration regulations, the Bureau of Disability Determination adjudicates claims to determine eligibility for cash benefits from the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs.

Case processing. To determine eligibility for disability benefits, the staff documents and analyzes medical vocational evidence submitted in support of individual claims.

Quality appraisal. Personnel look at sample cases to identify, analyze and correct deficiencies in claims processing to ensure consistent and accurate decision making.

Support systems. Staff provides technical, consultative and fiscal services necessary for the implementation and operation of the program goals. Services include training, liaison with the medical community, and statistical and fiscal reporting.

Bureau of Planning, Evaluation and Training

The Bureau of Planning, Evaluation and Training coordinates the division's program planning, evaluation and research activities and conducts all staff development and in-service training programs. Working through a statewide network of rehabilitation facilities and workshops, the bureau promotes the development of new, or expansion of existing, services to clients.

Facilities development. Staff coordinates the purchasing and monitoring of services to clients by rehabilitation facilities and workshops throughout the state; provides assistance concerning program expansion and development to the staffs of rehabilitation centers, and administers a federal/state grants program.

Planning, research and statistics. Personnel coordinate the preparation of federal and state planning documents and evaluation reports; they also disseminate information and promote interagency cooperation.

Staff development. Staff members coordinate in-service training and staff development activities, including specialized activities focusing on services to the deaf, hearing impaired and the visually impaired deaf.

Bureau of Rehabilitation Services

The Bureau of Rehabilitation Services provides direct, individualized services to clients. Staff administers the state-federal program of vocational rehabilitation services for vocationally handicapped individuals in accordance with state and federal laws and regulations.

Administrative support. Staff promotes standard casework practices by maintaining a policy and procedures manual and consulting with field office professional staff. They also act to assure clients' rights are protected in the development of rehabilitation plans and to redress, through appellate procedures, alleged inequities in service delivery.

Rehabiliation services consultation. Personnel provide consultation and technical assistance to district office staff on unusual or extraordinary issues relating to the specific service needs of individual clients, and on contracts for medical, psychological, architectural and engineering consultants.

Major Achievements

- Vocational rehabilitation counseling, evaluation, planning, physical and mental restoration, training, job placement and/or post-employment services were provided to 16,127 persons with physical or mental disabilities. Of the total number of clients served, 2,301 were rehabilitated.

- More than 23,000 claims for Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) were received and 22,200 of these claims were adjudicated. The average processing time was 69 days.

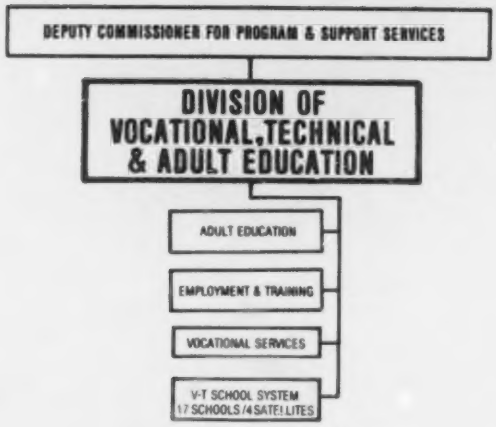
- An Independent Living Advisory Council comprised of people with severe disabilities and parents and spouses of people with severe disabilities was formed to assist in planning for the provision of independent living services.

- Field staff are now teaching "job clubs" in all five district offices to enhance clients' job-seeking skills.

- A cooperative working agreement with the New England Association of Business, Industry and Rehabilitation (NEABIR) and the Connecticut Department of Aging was developed to facilitate the training and placement of older workers.

- The division entered a cooperative working agreement with NEABIR and the Developmental Disabilities Council to better meet the employment needs of severely developmentally disabled people. A "job development laboratory" involving a business advisory council and a rehabilitation engineer was developed; as a result, four severely disabled clients were placed in competitive employment.

- In cooperation with the Divisions of Curriculum and Professional Development, Education Support Services and Vocational, Technical and Adult Education, the Division of Vocational Rehabilitation initiated plans for a cooperative program to improve the provision of services that will facilitate the school-to-work transition for students with disabilities. The division held training sessions which focused on the need for cooperative efforts to assure early intervention as a means of improving the school-to-work transition for students who are severely disabled.


DEPUTY COMMISSIONER FOR PROGRAM & SUPPORT SERVICES
DIVISION OF VOCATIONAL,TECHNICAL & ADULT EDUCATION
ADULT EDUCATION
EMPLOYMENT & TRAINING
VOCATIONAL SERVICES
V-T SCHOOL SYSTEM 17 SCHOOLS /4 SATELLITES

The Division of Vocational, Technical and Adult Education is comprised of the former Division of Vocational-Technical Schools and the former Division of Vocational and Adult Education. Improved communication among staff working with secondary and adult vocational education students is expected to result in better service to local school districts.

The division operates the regional vocational-technical schools and satellites; plans, funds, evaluates and provides technical assistance for secondary, postsecondary and adult vocational education programs; provides youth and adult job training and adult basic education; administers the General Educational Development (GED) or high school equivalency program, and provides administrative services for the State Occupational Information Coordinating Committee (SOICC).

Vocational-Technical Schools

The state's Vocational-Technical School System consists of 17 regional vocational-technical schools and four satellite operations. The mission of these schools is to increase employability of Connecticut citizens and to stimulate economic growth by providing comprehensive training in 44 occupational areas. Although the primary population served is high school students who receive both an academic program and trade training, an even larger number of adults participates in postgraduate and adult programs.

Curriculum and teaching. Staff consultants provide direction and consulting services for academic programs and the 44 trade programs offered in the schools.

School services. Consultants offer assistance and direction concerning guidance, special education, remedial reading, bilingual education, Chapter 1 programs and psychological services provided in the schools.

Adult students. A variety of programs for adults is offered by the vocational-technical schools. Post-technical extension programs, primarily for individuals who are registered apprentices, are carried on in cooperation with the Connecticut Apprenticeship Council which sanctions apprenticeship training in the state. Evening Trade Extension classes meet the needs of a variety of students. The schools also provide supplementary classes designed to provide additional training or upgrading for persons employed in a trade or health field, and trade preparatory classes to prepare individuals for employment in a trade or related field. In addition, courses for lifelong learners are offered in many schools.

Building operations and maintenance. Staff is responsible for managing all renovations and new construction for all the schools in the system.

Bureau of Adult Education

The activities of the Bureau of Adult Education seek to improve the availability and quality of education and training for adults.

Adult education for basic skills. Staff develops programs and provides technical assistance to help communities meet the educational needs of in-school and out-of-school youth and adults including adults who have not completed 12th grade, adults who have not completed 8th grade, non-English-speaking adults, and other adults who need vocational and occupational training.

High school equivalency program. Staff administers the General Educational Development (GED) examination. In 1984-1985, 7,235 state residents took the examination and as a result 4,488 received a high school equivalency diploma.

Program and school approval. Staff is responsible for approving private occupational schools and their programs. As mandated in the Connecticut General Statutes, approval involves considerable program monitoring and evaluation. Monitoring the Private Occupational School Student Protection Fund, and approval and monitoring of public and private school secondary driver education programs, are also mandated responsibilities.

Veterans' education. This unit is responsible for approving educational programs; veterans and their eligible dependents can receive benefits only when they attend approved programs. Staff also maintains liaison with the U.S. Veterans Administration; transmits approvals and reports of visitations to schools; evaluates applications for new programs at approved schools; participates in seminars and meetings with state and national groups and

periodically issues school and course directories and other information for veterans.

Bureau of Employment and Training

The Bureau of Employment and Training administers two programs which serve to prepare disadvantaged out-of-school youth and adults to enter the work force.

Jobs for Connecticut Youth (JCY). Staff coordinates the use of national, state and local resources to eliminate barriers to employment faced by economically and educationally disadvantaged out-of-school youth and also to provide employers with an adequately prepared work force. JCY involves representatives from local business, industry, education, labor and public service organizations organized into six action teams. Area action teams are responsible for planning, coordinating, funding and evaluating programs which make maximum use of existing resources, avoid duplication and engender community support. This year a total of 1,571 at-risk youth participated in basic skills and vocational training programs.

Job Training Partnership Act (JTPA). Staff administers the State Education Coordination and Grants program authorized under the Job Training Partnership Act and in doing so works with a broad spectrum of local agencies in planning, designing and conducting a variety of programs and activities to provide training and services to disadvantaged Connecticut residents.

Sex equity coordination. Staff is responsible for activities designed to increase the access of males and females to the full range of vocational and career options available and, based on the personal talents and interests of students, to eliminate traditional sex-stereotyping in vocational choices. Staff manages a displaced homemaker program which provides support services including vocational counseling and prevocational training, and administers federal grants to eliminate sex bias which provide in-service training programs for local school district staff and students.

Methods of Administration (MOA) The Bureau of Employment and Training administers the state agency's methods of administration for compliance with civil rights authorities which are binding on recipients and subrecipients of federal financial assistance in Connecticut. The agency carries out its responsibilities through a combination of on-site reviews and desk audits to determine if vocational programs are operated in compliance with federal civil rights laws. The reviews include the provisions of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973.

Bureau of Vocational Services

The Bureau of Vocational Services provides a wide range of services to assist local school districts to provide high quality vocational education programs.

Curriculum and program development. Staff offers technical assistance to local school districts by developing, updating and disseminating vocational curriculum and guidelines for quality vocational programs, including special services and activities for disadvantaged and handicapped students. Specialists--in the subject areas of business education, consumer home economics, diversified occupations, health occupations, industrial arts, marketing and distributive education, vocational agriculture education, and vocational guidance--work closely with professional and business associations and higher education institutions to maintain the quality of vocational education instruction, and to provide both preservice and in-service professional development activities for professional staff.

Regional vocational agriculture programs expanded to serve an increased number of adult students; a program to prepare individuals to receive a pesticide-use license from the Department of Environmental Protection was added. An aquaculture curriculum was developed and a program dealing with the use of computers in vocational education programs was initiated.

Exemplary vocational programs and practices. Staff administers a program which funds research, exemplary programs, and curriculum development projects designed to improve the comprehensive delivery of vocational programs and to increase participation in vocational education. Information about successful vocational education program practices in the state is identified and disseminated.

Vocational education program compliance. Staff provides technical assistance to all local school districts, institutions, contractors, or others who receive vocational entitlements or grants under state and federal legislation. They help recipients prepare an annual plan, grant applications, state and federal contracts, proposals for competitive grants and special projects, as well as arrangements for collaborative programs. The primary concern is the quality of vocational education. On a regularly scheduled basis, staff evaluates up to 20 percent of all entitlement programs in a process which includes on-site visits and a written evaluation.

Vocational student organizations. Staff coordinates the activities of seven vocational student organizations, including an active membership of more than 9,000 students: the Connecticut

Council of Vocational Student Organizations (CCVSO); American Industrial Arts Student Organization (AIASA); Distributive Education Clubs of America (DECA); Future Business Leaders of America (FBLA); Future Farmers of America (FFA); Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), and Vocational Industrial Clubs of America (VICA). Activities include supervising students participating in state, regional and national activities; providing in-service programs for present and prospective local and state advisors and officers; conducting seminars and conferences to help young adults develop vocational competencies as well as awareness of civic, social and moral responsibilities. Staff members also endeavor to establish relationships with the business and industrial communities and to maintain relevant, up-to-date vocational instruction in local high schools.

Major Achievements

- A comprehensive evaluation of several vocational-technical school trade programs led to the development of new programs to better serve the current needs of business and industry.
- Craft committees recommended updated curricula for 12 programs.
- A computerized student management system for the vocational-technical school system has greatly facilitated a variety of record-keeping and reporting functions such as filing federal reports and student class scheduling, attendance and report cards. An electronic mail system now links all school sites to provide improved communications.
- An asbestos removal program was initiated to improve the environment in the vocational-technical schools.
- In response to new state legislation, the vocational-technical schools developed new system-wide policies concerning homework, homebound instruction, promotion and retention, graduation and recruiter access.
- The Vocational-Technical School System established a program for gifted and talented students.
- A professional development plan for the 1,200 person vocational-technical school staff and an administrative fellowship program were implemented.
- An extensive study of the admissions program in the vocational-technical schools was undertaken.

- Major changes to federal legislation governing vocational education made in the Carl D. Perkins Vocational Education Act (P.L. 98-524) necessitated review of the legislation and of division activities to ensure all the revised and new provisions are incorporated into the division's and department's activities.

- Division staff assisted in the development of reports by two study committees--the Vocational Education Study Committee and the Adult Education Study Committee--which were formed as a result of issues identified in Connecticut's Challenge.

- The Secretary of Education's Award for the outstanding vocational education program in New England was given to the food service program at Enrico Fermi High School in Enfield.

- As part of the Connecticut Assessment of Educational Progress (CAEP), a business and office education evaluation was developed. Written and performance tests were administered to more than 4,000 students enrolled in business and office programs.

- The Vocational Career Guide for Connecticut: A Directory of Vocational Education and Training Programs, used by guidance counselors, students, graduates and others in the state who are interested in occupational training programs, was updated with the assistance of the State Department of Labor and the State Occupational Information Coordinating Committee (SOICC).

- Nine state students who entered national vocational youth club competitions won first place gold medals and a Future Farmer of America won a national award for outstanding dairy production.

- Thirty Job Training Partnership Act (JTPA) Education Coordination Grant programs were approved and coordinated with Local Service Delivery Areas/Private Industry Council activities. These grants increased local school district involvement and the expanded programs served 1,500 young people and adults.

- A three-year state plan for adult education accepted by the State Department of Education was approved and funded by the U.S. Department of Education.

- Implementation of a new computer management system for the state high school diploma program will reduce the time needed to report test results to the examinees from six to eight weeks to one week.

The 1984-1985 State Board of Education budget was developed in 1982-1983 to support the organizational structure in place at that time. Although the department was reorganized in 1984-1985, the same budget remained in effect for the entire fiscal year. For this reason, the following tables which show the resources to support State Department of Education programs and activities reflect the previous organization.

Table 1 provides a summary of staffing and expenditures for the State Department of Education presented according to the offices and divisions in effect prior to the reorganization. Expenditures for both state and federal funds are indicated with the authorized positions supported by each at the end of the fiscal year.

Tables 2 through 7 show staffing and funding (including state general fund, federal and other) for the offices and divisions prior to the reorganization; footnotes on each table indicate offices, bureaus and other units which have been reassigned in the reorganization.

Table 1
Department at a Glance

	General Fund					Federal and Other Funds				
Divisions	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Educational Administration	49	$ 1,424,441	$ 311,224	-	$ 1,072,756	30	$ 372,391	$ 222,313	-	$27,311,555
Grants to Towns	-	-	-	-	612,482,880					
Grants to Other Than Towns	-	-	-	-	9,094,069					
Elementary and Secondary	41	1,587,581	366,684	-	523,680	53	3,306,644	2,401,666	-	51,508,243
Vocational-Technical Schools	1,449	33,844,060	8,385,130	$ 870,232	-	94	-	-	-	3,569,663
Vocational and Adult Education	23	791,743	211,859	-	205,192	44	2,328,439	1,478,622	-	6,773,923
Vocational Rehabilitation	-	-	-	-	-	321	9,930,316	6,309,608	$21,345	-
Office of Management and Budget	82	2,632,057	1,808,090	299,563	-	7	-	-	73,244	-
Agency Total	1,644	$ 40,279,882	$11,082,987	$1,169,795	$623,378,577	549	$15,937,790	$10,412,209	$94,589	$89,163,384

TOTAL	General Fund	$675,911,241
	Federal Fund	$115,607,972
	Department	$791,519,213

Resources, continued

Table 2
Office of the Commissioner

	General Fund					Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Commissioner	11	$ 253,968	$ 230,167	$ 9,168	-	2			$48,553	-
Affirmative Action	3	69,264	778	-	-	0	-	-	-	-
Internal Audit	5	115,440	29,537	-	-	0	-	-	-	-
Legal Affairs	8	184,704	20,259	843	-	1	-	-	-	-
Public Information-Publications	4	92,352	51,226	-	-	1	-	-	-	-
Director, OMB	3	69,264	564,640	$289,552	-	0	-	-	24,691	-
[a] Accounting, Payments and Purchasing	47	1,085,136	329,111	-	-	3	-	-	-	-
[a] Budgeting, Allotments and Payroll	13	300,144	4,054	-	-	0	-	-	-	-
[a] Central Services and Property Control	8	184,704	575,356	-	-	0	-	-	-	-
[b] Personnel	12	277,081	2,962	-	-	0	-	-	-	-
Mystic Education Center						-	-	-	-	-
Division Total	114	$2,632,057	$1,808,090	$299,563	-	7*	-	-	$73,244	-

* These positions are supported by funds reported in other operating divisions of the agency.

a Now Division of Management and Budget

b Now Office of Staff and Organizational Development

Table 3
Division of Educational Administration

	General Fund					Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Division					$ 1,072,756					$27,311,555
*, c Bureau of Research, Planning and Evaluation	18	$ 466,182	$241,422	-	-	11	$ 143,930	$ 81,811	-	-
Research, Information and Planning	7	181,293	16,959,	-	-	1	5,412	-	-	-
Assessment, Testing and Evaluation	3	77,697	208,816	-	-	5	64,711	81,811	-	-
Data Processing	5	129,495	4,782	-	-	5	73,807	-	-	-
*, a Bureau of Grants Processing	17	440,283	23,444	-	-	11	115,850	-	-	-
Data Acquisition and Verification	6	155,394	1,635	-	-	2	19,671	-	-	-
Grants Calculations	4	103,596	1,952	-	-	4	54,948	-	-	-
Grants Payments	0	-	7,827	-	-	3	28,545	-	-	-
Grants to Towns	-	-	-	-	612,482,880	-	-	-	-	-
Grants to Other Than Towns	-	-	-	-	9,094,069	-	-	-	-	-
Quality Control	4	103,596	502	-	-	-	-	-	-	-
* Bureau of School Services	17	440,279	15,786	-	-	8	112,611	140,502	-	-
a School Facilities	6	155,390	6,117	-	-	-	-	-	-	-
d Child Nutrition	2	51,798	-0-	-	-	8	112,611	140,502	-	-
e Teacher Certification	7	181,293	6,883	-	-	-	-	-	-	-
Division Director	3	77,697	30,572	-	-	-	-	-	-	-
Division Total	55	$1,424,441	$311,224	-	$622,649,705	30	$ 372,391	$222,313	-	$27,311,555

* Includes Office of Bureau Chief

a Now in Division of Management and Budget

c Now Office of Research and Evaluation

d Now in Division of Education Support Services

e Now in Division of Curriculum and Professional Development

Table 4
Division of Elementary and Secondary Education

	General Fund					Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Division					$523,680					$51,508,243
*, d Bureau of School and Program Development	11	$406,120	$ 56,136	-	-	23	$1,347,788	$ 535,331	-	-
Early Childhood	2	73,840	4,114	-	-	4	247,993	70,663	-	-
Equity and Intergroup	4	147,680	42,645	-	-	6	331,555	189,560	-	-
School Effectiveness	3	110,760	1,968	-	-	12	724,840	275,108	-	-
*, e Bureau of Curriculum and Staff Development	21	775,141	207,571	-	-	5	216,585	3,426	-	-
Curriculum Development	13	479,781	23,590	-	-	1	34,740	-	-	-
Professional Development	2	73,840	24,182			1	33,289	2,831	-	-
Learning Resources and Technology	4	147,680	147,488	-	-	2	137,661	595	-	-
*, d Bureau of Student Services	7	258,640	102,067	-	-	25	1,742,271	1,862,909	-	-
Student Support Services	3	110,760	25,426	-	-	2	126,488	14,717	-	-
Program Development/ Technical Assistance	1	36,920	12,851	-	-	6	454,558	221,686	-	-
f Compliance	1	36,920	-	-	-	6	543,937	83,085	-	-
g Due Process	-	-	51,757	-	-	8	416,402	337,373	-	-
Federal Programs	-	-	-	-	-	2	141,820	1,148,297	-	-
Division Director	4	147,680	910	-	-	-	-	-	-	-
Division Total	43	$1,587,581	$366,684	-	$523,680	53	$3,306,644	$2,401,666	-	$51,508,243

* Includes Office of Bureau Chief

d Now in Division of Education Support Services

e Now in Division of Curriculum and Professional Development

f Now in Office of Planning

g Now in Office of Legal Affairs

Table 5

h Division of Vocational and Adult Education

	General Fund					Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Division					$205,192					$6,773,923
*Bureau of Vocational Services	7	$240,966	$ 28,134	-	-	19	$976,082	$ 641,428	-	-
Curriculum and Staff Development	4	137,696	-	-	-	5	271,546	-	-	-
Program Evaluation and Approval	-	-	-	-	-	7	331,575	-	-	-
Student Organization	-	-	-	-	-	6	298,095	-	-	-
*Bureau of Community and Adult Education	12	413,079	76,292	-	-	1	21,887	163,535	-	-
Adult Vocational Education	4	137,696	-	-	-	-	-	-	-	-
Basic Skills/Community Education	3	103,272	55,187	-	-	1	21,887	128,195	-	-
Veterans Education	3	103,272	1,097	-	-	0	-	35,340	-	-
*Bureau of Vocational Program Planning and Development	1	34,424	79,970	-	-	9	454,046	103,060	-	-
Program Planning and Development	-	-	-	-	-	4	226,115	-	-	-
Information Systems	-	-	-	-	-	2	106,065	-	-	-
Sex Equity	-	-	-	-	-	2	97,075	7,740	-	-
*Bureau of Youth Employment and Training	-	-	7,207	-	-	6	488,274	153,480	-	-
Youth Employment and Training	-	-	-	-	-	4	361,958	-	-	-
SOICC (1)	-	-	-	-	-	5	248,212	171,224	-	-
SCEE (2)	-	-	-	-	-	2	35,625	27,207	-	-
Division Director	3	103,272	20,256	-	-	2	104,313	218,688	-	-
Division Total	23	$791,743	$211,859	-	$205,192	44	$2,328,439	$1,478,622	-	$6,773,923

* Includes Office of Bureau Chief

(1) State Occupational Information Coordinating Committee
(2) State Council on Education for Employment

h Merged with Vocational-Technical Schools to form Division of Vocational, Technical and Adult Education

Table 6
Division of Vocational Rehabilitation

Division	General Fund					Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
*Bureau of Rehabilitation Services						167	$ 5,112,127	$ 742,640	$13,600	-
Administrative Support						1	58,790	5,347	-	-
Client Service Rehabilitation						160	4,776,260	721,177	13,600	-
Services Delivery						2	115,534	10,768	-	-
*Bureau of Planning, Evaluation and Training						15	564,042	120,514	-	-
Staff Development						3	130,407	57,497	-	-
Facilities Development						3	126,345	15,751	-	-
Planning, Resources and Statistics						7	219,750	31,502	-	-
*Bureau of Disability Determination						130	3,952,266	5,402,917	7,745	-
Quality Appraisal						8	316,972	-	-	-
Case Processing						65	2,327,885	-	-	-
Support Systems						53	1,140,624	5,402,917	7,745	-
Division Director						9	301,881	43,537	-	-
Division Total						321	$ 9,930,316	$6,309,608	$21,345	-

* Includes Office of Bureau Chief

Table 7
[1] Division of Vocational-Technical Schools

	General Fund					Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Total	1,463	$33,844,060	$8,385,130	$870,232	-	94	-	-	-	$3,569,663

1 Merged with Vocational and Adult Education to form Division of Vocational, Technical and Adult Education

Connecticut State Department of Education

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